

**MONETARY INCENTIVES AND TEACHERS' PERFORMANCE IN SELECTED  
PRIVATE SECONDARY SCHOOLS IN MBALE MUNICIPALITY, INDUSTRIAL  
DIVISION**

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## CHAPTER ONE

### Introduction

#### Background of the Study

Organizational performance is largely premised on its workforce in terms of their productivity (Lotanna, Okeke, & Mbah, 2016) which explains why organizations worldwide are endlessly carrying out staff performance evaluations to unearth employee competencies and develop appropriate reward packages (Muogbo, 2013). Indeed, most organizations have zeroed down on monetary incentives such as salaries and wages, bonuses, and allowances (Ozutku, 2012) to improve staff performance (Skinner, 2014).

However, despite the common belief that monetary reinforcement enhances staff performance, Aguinis, Joo, and Gottfredson (2013) established that globally, human resource managers had challenges in implementing the five general principles for successful monetary reward systems characterized by: (1) failure to define and measure performance accurately, (2) failure to link rewards to performance, (3) untimely employee rewards, (4) injustice in reward systems, and (5) non-use other nonmonetary rewards. These have been for anticipated to have adverse effects on particularly teachers' performance in terms of untimeliness of output, inconsistencies in teacher attendance, incomplete results in the teaching and learning processes (Mathis & Jackson, 2009).

The above challenges in monetary incentives during remuneration and teacher performance have not spared the education industry irrespective of either public or privately owned (Bello & Jakada, 2017). In Nigeria, teachers' poor performance was anticipated to have compromised teaching quality, learning outcomes, and social development while Salman, Mohammed, Ogunlade, and Ayinla (2012) illustrated that poor teachers' remuneration greatly linked to students' mass failure in Mathematics Examinations in Ondo State. In Kenya, Wekesa and Nyaroo (2013) established that the prevailing inadequate monetary incentives given to teachers makes them lack work devotion, exhibit low morale in performing tasks hence giving unsatisfactory performance. Further, numerous strikes against inadequate compensation packages often led dissatisfied teachers leaving the profession to other better paying jobs from public secondary schools in Eldoret Municipality Uasin Gishu County.

According to TISSA (2013), widespread teacher dissatisfaction with their remuneration is a major concern in the Ugandan education industry and is associated with teacher absenteeism where 47% of teachers were dissatisfied with their pay and job, 59% were even ready to start different careers away from education, about 78% believed that their colleagues were equally dissatisfied with their pay and job, leaving only 16% of teachers with aspiration to remain in the profession over the next two years. In Sheema District, Tumuhairwe (2014) revealed that monetary incentives employed by school administrators were very much wanting as it was found that on average, a graduate teacher in the District earned Ugx 300,000 while a Grade Five teacher earned Ugx 200,000.

This has made several school administrators adopt unrealistic measures to address such a challenge as there is evidence that in some schools when pupils performed well, their respective teachers of such classes were rewarded basing on the numbers of distinctions that the school attained in that subject which avenue does not cater for other teachers who teach in lower classes, yet they also play vital roles in preparing these candidates in lower classes for final exams (Niwamanya, 2016).

Despite the nationwide monetary incentives on teachers' performance in private secondary schools in Uganda, Industrial Division of Mbale Municipality deserves due priority since its home to 5 private schools that have been appearing among the top 20 best schools in Eastern Uganda that have since

dominated secondary education in the region (Mbale District Education Report, 2016) including Hamdan Girls High School, Manafwa High School, Oxford High School, Mbale Comprehensive High School, and Mbale Progressive Secondary School. Indeed, despite their mandate in the learning process, teachers' performance levels in the Division has been greatly characterized by irregular learners' assessment, inadequate preparation in terms of lesson plans and schemes of work, absenteeism from meetings and extracurricular activities, neglect of duty portrayed in late coming, dodging of lessons which have led to failure to cover the entire syllabus as planned and increased turnover rates as teachers move from one school to another even if in the same area (Hamdan Girls PTA Report, 2016; Mbale Progressive S.S. PTA Report, 2016; & Manafwa H/S PTA Report, 2015).

The above unpleasant characteristics of teachers' performance in the Division have been anticipated/speculated to be partly as a result of the prevailing insufficient but almost uniform monetary incentives/packages that are used by schools in this area which the District has frequently deemed ineffective (Mbale District Education Report, 2016).

Given that the report by Mbale District that the prevailing monetary incentives might be causing poor teachers' performance is a mere suspicion without any empirical findings and recommendations, its evidently hard if not impossible to ascertain the effect that such incentives have on the overall performance of teachers. This gap has created urgent need to investigate the effect of monetary incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division to generate far reaching recommendations.

### **Statement of the Problem**

According to Ozutku (2012) improving and maintaining employees' higher levels of motivation and performance would be achieved through adopting a series of monetary incentives ranging from salary, bonuses, and allowances. Indeed, over the past years, private schools like Hamdan Girls High School, Manafwa High School, Oxford High School, Mbale Comprehensive High School, and Mbale Progressive Secondary School have had formidable workforces that have been delivering glory evidenced at high levels of passing at national examinations with agreeably the best teaching staff in the District (Mbale District Education Report, 2016).

However, despite the past glory, teachers in these schools have demonstrated eye-catching performance inefficiencies in execution of their mandate in the teaching and learning processes as their daily activities have been dominated by complaints of irregular learners' assessment, inadequate preparation in terms of lesson plans and schemes of work, absenteeism from meetings and extracurricular activities, neglect of duty portrayed in late coming and dodging of lessons which have led to failure to cover the entire syllabus as planned (Hamdan Girls PTA Report, 2016; Mbale Progressive S.S. PTA Report, 2016; & Manafwa H/S PTA Report, 2015). This unpleasantness in determinants of teachers' performance in the Division has left educational managers in deep speculation that it could be a result of the prevailing perceived insufficient but almost uniform monetary incentives that are used by schools in this area (Mbale District Education Report, 2016).

Although these private secondary schools in Industrial Division already adopted monetary incentives as means of improving and maintaining teachers' performance, numerous complaints pertaining teachers' performance have continued to mushroom. It's on the above basis that a scientific study is eminently sanctioned to investigate the effect of monetary incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division and avail reliable recommendations.

## Objectives of the Study

**General objective.** The study will investigate the effect of monetary incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.

**Specific Objectives.** The study will be specifically aimed at;

- i) To analyze the effect of salaries on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.
- ii) To examine the effect of bonus incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.
- iii) To determine the effect of allowance incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division

## Research Hypotheses

In line with the objectives, the study will seek to test the following research hypotheses;

- i) There is no statistically significant effect of salaries on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.
- ii) There is no statistically significant effect of bonus incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.
- iii) There is no statistically significant effect of allowance incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.

## Scope of the Study

The study will be delimited in three perspectives viz; geographical, content and time scope.

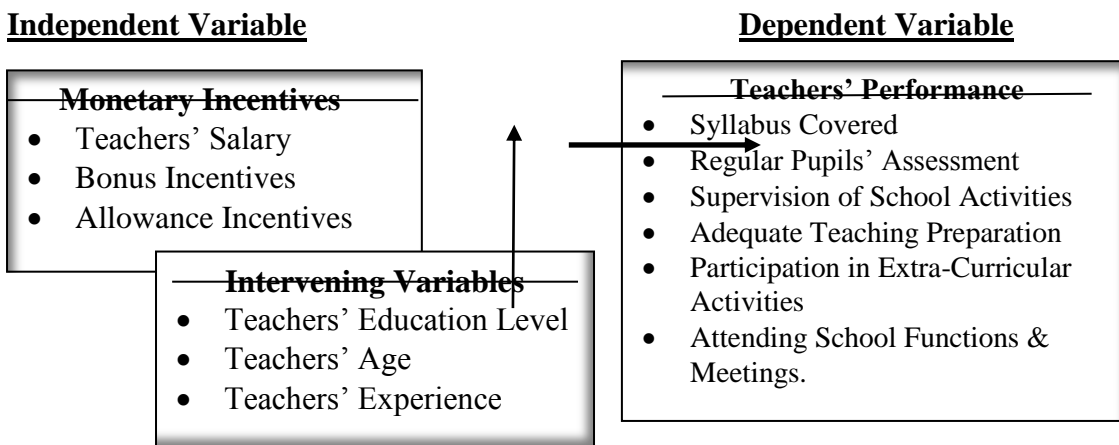
**Geographical scope.** The study will be conducted among private secondary schools located in Industrial Division of Mbale Municipality found on coordinates 1°04'24.1"N, 34°09'57.9"E (Google Maps, 2017). This location was chosen due to the increasing complaints about teachers' performance despite the prevailing monetary incentives (Hamdan Girls PTA Report, 2016; Mbale Progressive S.S. PTA Report, 2016; & Manafwa H/S PTA Report, 2015).

**Content Scope.** The study will concentrate on investigating the effect of monetary incentives on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division whose variables will be operationalized as salary, bonuses, and allowances representing monetary incentives (Ozutku, 2012) while teachers' performance will be limited to syllabus covered, regular pupils' assessment, supervision of school activities, adequate teaching preparation, participation in extra-curricular activities, attending school functions and meetings.

**Time scope.** This study will cover events relating to the topic from 2011-2016 so as to relevantly assess and provide recommendations pertaining both monetary incentives and teachers' performance. This time scope will be chosen since it comprises the period when several complaints about teachers' performance and monetary incentives when to unbearable states worthy investigating (PTA Reports, 2016).

## Conceptual Framework of the Study

Figure 1.1: Conceptual Framework of the Study between Monetary Incentives on Teachers' Performance.



**Source:** Skinner (2014) as modified by the Researcher (2017).

Through the reinforcement theory, Skinner (2014) identified that monetary rewards/incentives as the main avenue of adequate behavioral reinforcement which theory was supported by the conclusions of Ozutka (2012) who added that most organizations have zeroed down on incentives such as salaries and wages, bonuses, and allowances to boost performance. Given that different industries define performance differently, teachers' performance generally rotates around syllabus covered, regular pupils' assessment, supervision of school activities, adequate teaching preparation, participation in extra-curricular activities, attending school functions and meetings.

As a modification, the researcher deems it necessary to moderate the study's conclusions and recommendations in relation to a teacher's education level, age, and his/her experience in the field as illustrated in figure 1:1 above.

## Significance of the Study

- i) The study will help in private secondary schools in Industrial Division of Mbale Municipality by firstly giving feedback the on effectiveness of the prevailing salary scales as monetary rewards and will also recommend strategies how best to implementation this remuneration tool to improve on teacher performance.
- ii) The study will help these schools in examining whether the available monetary allowances possess any effect on teachers' performance in the Division so as recommendations will be made either to introduce, maintain, improve, or withdraw certain insignificant allowances to attain improved teacher performance.
- iii) The study will help in establishing the relevance of monetary bonuses on teachers' performance in private secondary schools not only in Industrial Division of Mbale Municipality but across the education industry and how best educational managers can embrace this reinforcement to also motivate their staff.
- iv) The study will lastly present the best alternative among the various monetary incentives that will not only add to the already existing knowledge in the field of human resource management but will also avail statistical recommendations towards each monetary incentive.

## **Definition of Key Terms**

**Monetary incentives.** The study will interpret monetary incentives as tangible monetary rewards that organizations give to employees for executing given assignments that unfold in terms of salaries and wages, bonuses, and allowances (Ozutku, 2012). But since all private organizations in Uganda are required to also give their staff pension monetary benefits, the study will also consider NSSF remittances as a monetary incentive.

**Salary.** The will operationalize basic salary as a fixed periodical payment of an organization to its non-manual employees usually expressed in annual terms but paid on a monthly with generally no additions for productivity (Onyanha, Munene, & Muturi, 2014).

**Bonus Incentive.** The study will define bonuses and allowances in relation to the definition of Ojeleye (2017) who established that a bonus pay is compensation over and above the amount of pay specified as a base salary or hourly rate of pay commonly used as a reward for achieving extra specific goals set by the company, or for extra dedication to the company/school.

**Allowance Incentives.** The study will interpret allowance incentives as the money teachers receive for representing their school in official duties within and outside the school in terms of; transport facilitation, overtime, conducting remedial lessons, marking tests, attending staff meetings, conducting counselling and guidance, settlement allowances, handling pupils' discipline and funeral expenses when they lose a teacher or loved one (Mazaki, 2017).

**Teachers' Performance.** Though employee performance was defined as the achievement of set standards in terms of accuracy, and completeness over a specified period of time (Afshan, Sobia, Kamran, & Nasir, 2012). However, the study will adopt the parameters of teachers' performance as stipulated by PTA Reports (2016) where teachers' performance is limited to syllabus covered, regular pupils' assessment, supervision of school activities, adequate teaching preparation, participation in extra-curricular activities, attending school functions and meetings.

## CHAPTER TWO

### Literature Review

#### Introduction

Employees are charged with the responsibility of utilizing other organizational resources to generate output hence implying that human resource is the greatest asset that any organization can have and thus deserve the highest priority (Ojeleye & Okoro, 2016). Therefore, given their pivotal role any in private company's success, then increasing their productivity becomes inevitable as a key factor of production (Achie & Kurah, 2016). However, to maintain and improve staff productivity, Skinner (2014) through the reinforcement theory identified monetary rewards/incentives as one of the key avenues of adequate behavioral reinforcement. On his advice, most organizations have zeroed down on monetary incentives such as salaries and wages, bonuses, and allowances (Ozutku, 2012).

In the education industry, Salman, Mohammed, Ogunlade, and Ayinla (2012) warned that poor remuneration in terms of salary and allowances for teachers could possess negative effects on staff performance which would resultantly lead to students' mass failure in Public Secondary Schools in Kano State (Nigeria).

#### Teachers' Performance

Armstrong (2010) guided that one of the most important responsibility of undertaken by human resource managers is to ensure that members of their entities achieve high levels of performance given that organizational performance is a reflection of the employees' performance levels. This view was supported by Dewhurst, Guthridge, and Mohr (2010) who defined employee performance as the successful completion of tasks, responsibilities or assignments by a selected employee or group of employees based on a set performance objectives and indicators of efficiency and effective utilization of available resources. Employee performance was defined by (Mehta, 2014) as the quantity and quality of work expected from an employee which definition was almost in line with Mathis and Jackson (2009) who viewed staff performance as associated with the quality and timeliness of output, presence on job, efficiency and effectiveness with which the work was completed.

This therefore calls for the need by both government and private schools to employ appropriate reward mechanism for compensating employees' contributions towards higher performance. Indeed, for teachers in terms of syllabus covered, regular pupils' assessment, supervision of school activities, adequate teaching preparation, participation in extra-curricular activities, attending school functions and meetings (PTA Reports, 2016).

Employee performance is a combination of several reward packages/incentives as proposed by Sajuyigbe, Olaoye and Adeyemi (2013) who examined the impact of reward on employees' performance in a selected manufacturing companies in Ibadan, Oyo State, Nigeria and established that reward dimensions jointly predict employees' performance which accounted for 71% variance of performance. This generalization created need to ascertain the contribution of each reward dimension for appropriate implementation especially in the education industry.

However, in the education industry, Ojeleye (2017) explored the impact of remuneration on employees' performance of Abdul Gusau polytechnic and state college of education in Zamfara state and confirmed that there is a strong positive relationship between remuneration and employees' performance and that salaries/wages and bonuses/incentives also serve as a form of motivation to the

employees. However, since Ojeleye (2017) strongly recommended that relationship could only be sustained with prompt payment of salaries, wages and all entitlements and where employees were encouraged to participation in their pay determination. These findings by Ojeleye are in sharp contradiction with the current situation in Uganda where school administrators have been seen applying monetary incentives in relation to how well pupils performed at national examinations basing on the numbers of distinctions that the school attained in that subject which avenue does not cater for other teachers who teach in lower classes, yet they also play vital roles in preparing these candidates in lower classes for final exams (Niwamanya, 2016).

The above difference is between the findings of Ojeleye (2017) and (Niwamanya, 2016) might be one among the many research gaps that exist in the previous studies' conclusions as analyzed below that are creating need for a fresh study in Industrial Division to fill such gaps;

### **Salaries on Teachers' Job Performance.**

The overall success of an organization in achieving its strategic objectives depends heavily on well-remunerated employees regardless of sector, company size, or industry as a well-paid workforce ensures efficiency and high organizational output compared to poorly paid employees who are always likely to put in little or no effort in their jobs, produce low quality work, mostly avoid their workplace and even exit the organization if provided opportunity (Cheema, Shujaat, & Alam, 2013). Since the most common way of remuneration is salary which is often confused with wages, Surbhi (2015) offered to put the definition of salaries in understandable perspective where he defined it as a fixed amount paid to the employees at regular intervals for their performance and productivity whereas wages are the hourly-based payment given to an employee for the amount of work finished in a day. However,

Agburu (2012) cautioned that if salaries and wages were to be important in staff remuneration, then they should not only be adequate but they ought to also show some element of equity.

In light of the above, the following studies have relatively tried to trace the effect of salaries on teachers' performance in the education industry though several research gaps were left worth addressing with a fresh study;

Though Guajardo (2011) found that monetary rewards were the strongest incentive in Africa, especially salary increase or performance based rewards, In England, Britton and Propper (2016) found that teachers respond to pay and that a mere 10% shock to the wage gap between local labor market and teacher salaries would result into a 2% decline in average school performance in the key exams taken at the end of compulsory schooling. These findings were based on data collected in over 3000 schools containing sampling around 200,000 teachers who educate around half a million children per year.

Despite the good observations of Britton and Propper (2016), their conclusions were based dataset records of pupils' performance in national exams in 3285 public (state) secondary schools in England which did not include private schools. Also, they concentrated on pupils' performance and not teachers' performance which is the cardinal determinant of pupils' passing levels. Therefore, this study will be conceived to address this conceptual gap.

On the basis that Teachers in Kenya had always downed their tools lamenting about their compensation, Muguongo, Muguna, and Muriithi (2015) sought to establish the effects of compensation on job satisfaction among Secondary school teachers in Maara Sub- County Tharaka Nithi County Kenya and found that basic pay (salaries) and allowances affects teachers' job satisfaction to a great extent and hence concluded that teachers were highly dissatisfied with all



aspects of compensation that they were receiving. These findings were based quantitative data collected from a sample of 214 teachers which was analyzed descriptively.

The study by Muguongo et al. (2015) was only descriptive and used only quantitative data to make such very important recommendations which leaves a methodological gap. To fill this gap, this current study will use both qualitative and quantitative data to also collect opinions, views, and reasons as to why teachers think pay strongly determines their performance. Also, to fill the conceptual gap, the study will study salaries on teachers' performance and not their job satisfaction as was the case with the study by Muguongo et al. (2015).

Also, on the background that the negative performance of students especially in the area of mathematics, Adeyemo, Oladipupo, and Omisore (2013) examined the effect of teachers' motivation on students' performance in mathematics in government schools in Makurdi (Nigeria). They observed that teachers' salaries had a direct influence on the student's performance in mathematics because 75% of teachers were not happy with their pay. The above findings were generated from 100 teachers from 4 schools who filled a structured questionnaire.

Since findings by Adeyemo et al. (2013) were based on highly structured responses obtained on the questionnaires, chances are high that some relevant feedback about the topic might have been neglected. This methodological gap will be filled by this current study by also collecting qualitative data via interviews, and documentary checklist hence calling for a fresh study.

On the basis of numerous complaints of poor teachers' remuneration in public schools, Fadeyi, Sofoluwe, and Gbadeyan (2015) examined the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. They found that there was significant relationship between teacher's salary and students' academic performance and classroom management.

Like the gaps in earlier reviewed studies, Fadeyi et al. (2015) also adopted descriptive and quantitative research methods to find out the relationship existing between the variables and drew inferences drawn. This implies they did not collect qualitative responses which would have generated deeper and insightful feedback about the topic. This methodological gap will be filled by also using an interview guide and documentary checklist to supplement on data that will be collected on questionnaires.

Also, Tehseen and Ul-Hadi (2015) carried out a literature review study of teacher's performance and factors that reduce teacher's turnover intentions from schools. They also aimed at reviewing the effects of intrinsic and extrinsic motivational factors to assess teacher's performance and their staying intentions. They found from the existing literature that the major influential factors that impacted teachers' performance were working conditions, administrative support and student behavior impacting teacher's performance and their retention but not necessarily pay.

Since Tehseen and Ul-Hadi (2015) used secondary data from previous studies and chances are minimal that even studies from Industrial Division pertaining teachers' performance were included, there is urgent need to carry out a fresh study using primary data so as to generate current recommendations to address the prevailing problems in private schools in Mbale Municipality, Industrial Division.

Lastly, Greaves and Sibieta (2014) found that variations in teacher pay of a 5% magnitude were unlikely be effective in attracting and retaining higher quality performing teachers. They also found little evidence that higher teacher salary scales increased pupil attainment in national assessments. Since Greaves and Sibieta (2014) were interested in ascertain the effect of pay/salaries on attracting and retaining of teachers, this current study seeks to also ascertain the effect of salaries on teachers' performance in Industrial Division of Mbale Municipality.

In summary, most of the above reviewed studies were conducted outside Uganda and very few of them were conducted to investigate the effect of salaries on teachers' performance in private secondary schools. Further still, most studies sampled public institutions and private companies but not private secondary schools. This research therefore intends to fill this gap by establishing effect of salary on teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.

### **Bonuses on Teachers' Job Performance.**

Private schools and those owned by governments have increasingly used teacher incentive pay programs as a tool for improving student performance as these bonus programs have been anticipated to provide increased teacher morale and to try new strategies that lead to higher measured achievement. Bonuses were defined by Ojeleye (2017) as any monetary reward/pay/compensation over and above the amount of pay specified as a base salary or hourly rate of pay commonly used as a reward for achieving extra specific goals set by the company, or for extra dedication to the company/school.

The following studies have tried to avail the effect of bonus incentives on teachers' job performance though several research gaps were left as identified below;

Imberman and Lovenheim (2015) found evidence that teachers do not respond to the bonus incentives of lack of adequate and timely feedback on their ability and due to lack real value added after attaining such bonus payments at times. These findings were obtained using administrative teacher student linked data. However, since Imberman and Lovenheim (2015) used only secondary data whose accuracy during collection could not be ascertained, this current study will use both primary and secondary data in analyzing the effect of bonus remunerations on teachers' job performance but will first establish data quality through carrying out validity and reliability tests.

On the background that education policymakers had shown increased interest in incentive programs for teachers based on outcomes of their students, Springer, Pane, Vi-Nhuan, McCaffrey, Burns, Hamilton, and Stecher (2012) examined a program in which bonuses were awarded to teams of middle school teachers based on their collective contribution to student test score gains. They employed a randomized controlled trial to examine effects of the bonus program over the course of an academic year, with the experiment repeated a second year, and they no significant effects on the achievement of students nor on the attitudes and practices of teachers.

The findings of Springer et al. (2012) where they evidenced no significant effects of bonuses on teachers' attitudes and practices could have been important in relation middle school teachers in Europe but given both geographical and demographical differences, generalizing their findings to the Ugandan setting might be insufficient. This therefore calls for new study to address these gaps.

Lyimo (2014) also found that insufficient teachers' salary and delays in payment of bonuses accorded teachers a low status to the extent that some of them decided to engage in other economic activities during class hours in order to earn extra income which disrupts students' learning in Moshi Rural District, Tanzania. They further found that a number of teachers had dropped from the teaching profession and opted for other good paying professions leading to shortage of teachers. These findings were based on data collected using mostly questionnaires and semi-structured interviews from 5 public secondary schools and a total of 30 teachers.

Given that the findings by Lyimo (2014) were based on government owned secondary schools but not private ones and sampled on 30 teachers, this does not only limit their generalization to public schools but also questions the validity and reliability of their sampling techniques. These gaps will be

filled by contextually concentrating on private schools in industrial division of Mbale Municipality and widening the study sample.

Relatedly, Wasiu and Adebajo (2014) examined the effect of reward systems on employee's performance collecting data from 200 respondents selected from 10 public secondary schools in Lagos State (Nigeria). Using a descriptive design, they found that there was a significant relationship between employees' performance and bonus incentives. They therefore recommended that teachers should be availed adequate bonuses to help teachers top up on their expenditure on housing, health, hazard, and transfers would drive teachers' performance.

Since the conclusions and recommendations of Wasiu and Adebajo (2014) were made basing on descriptive designs that are generally considered insufficient in expressing the exact relationship/effect among study variables, this current study will fill this methodological gap by using both descriptive and correlational designs to assess the effect of bonuses on teachers' performance.

Earlier, Afolakemi and Adebisi (2013) investigated the impact of science teachers' motivation on science students' academic performance in senior Secondary Schools in Ondo and Ekiti States of Nigeria. They also a descriptive survey design using a questionnaire and past student results on the science subjects. They collected data from 510 science teachers and 6,800 science students. Using multiple regression, they found that there was significant relationship between regular payment of science teachers' bonuses and academic performance of science students which would propel them to enhance their performance.

Despite importance of the findings of Afolakemi and Adebisi (2013), their conclusions can only be reliably generalized to teachers of science subjects but arts since those of arts did not feature in the study. Therefore, to generate recommendations that would be binding to both arts and science teachers, this current study will vital given the geographical difference too.

### **Allowance Incentives on Teachers' Job Performance.**

Duty allowances are the most commonly used incentives of performance-based rewards in private secondary schools like travel allowance, acting allowance, overtime, allowance, and sitting allowance (Mazaki, 2017) which are defined as some of the fringe benefits teachers are expected to earn while performing their duties as educators (Ministry of Education and Sports, 2013).

Lyimo (2014) analyzed teachers' low payments and how it affected teachers as well as students' learning. He also explored the ways teachers apply to earn extra income to supplement their salaries in Moshi Rural District, Tanzania. He collected data on questionnaires and semi-structured interviews and targeted a population of teachers from 5 public secondary schools where 30 respondents were selected. His study revealed that insufficient teachers' salary and delays in payment of teachers' allowances lead to teachers being accorded a low status which prompted some teachers engage in other economic activities during class hours in order to earn extra income. He further established that a number of teachers had dropped from the professional and opted for other good paying professions which affected students' learning.

The study by Lyimo (2014) established milestone discoveries about the plight of teachers in Moshi Rural District, Tanzania which subsequently the suggestion that provision of adequate allowances will lead to teacher retention and improvement in learners' performance. However, his conclusions left a conceptual gap as his study did establish what would the effect of allowances on teachers' performance will be addressed by this current study.

Similarly, Selemani-Meke (2013) explored the factors that impacted negatively on teachers' motivation during their continuing professional development programmes in Malawi. He found that poor allowances that teachers received during continuing professional development training had

contributed to lack of motivation of teachers to effectively implement at classroom level what they learnt at continuing professional development training. Therefore, he recommended that continuing professional development programme implementers should consider raising teachers' allowances to motivate them participate fully in the training and also implement what they learn at the classroom level.

Whereas the study by Selemani-Meke (2013), his study was purely qualitative meaning that it lacked the statistical significance provided by quantitative statistics will also be applied by this current study. Also, focused on primary schools' teachers and thus the situation of secondary school teachers' unaddressed which will be covered by this study.

Wasiu and Adebajo (2014) found that there was a significant relationship between employee's performance and employee job allowances in Lagos State and thus recommended that adequate salary followed by adequate allowances in terms of housing, health, and transfer. These findings were based on data collected from selected secondary schools using a descriptive research design was adopted from 200 questionnaires that were randomly administered to ten (10) sampled public schools in the state. Since the study by Wasiu and Adebajo (2014) were based on data collected from only public secondary schools, this left a generalization gap given that private secondary school teachers were not included which will be addressed by this current study.

Also, Afolakemi and Adebisi (2013) traced the impact of science teachers' motivation on science students' academic performance in Senior Secondary Schools in Ondo and Ekiti States of Nigeria using descriptive survey techniques. Basing on a sample of 510 science teachers who provided descriptive analysis. They found among others that there was significant relationship between regular payment of science teachers' allowance and academic performance of science students in subjects of Biology, Chemistry and Physics in both Ondo and Ekiti States. They therefore recommended adequate allowances to be regularly paid to science teachers to enhance their excellent performance in service delivery.

This current study seeks to add to the findings of Afolakemi and Adebisi (2013) who only addressed the plight of science teachers by also considering both arts and science teachers to increase generalization of its conclusions and recommendations across all sections of teachers.

Kirunda (2012) also investigated the effect of performance-based rewards on the performance of teachers in private secondary schools in Kampala District. He found that the most commonly used types of performance-based rewards in private secondary schools were public promotion, appreciation, packages/presents, and to a least extent duty allowances and overtime pay. He therefore conclusively established that performance based rewards affected the performance of teachers by motivating them and increasing their productivity and efficiency.

To fill the conceptual gap left by Kirunda (2012) who only considered duty and overtime allowances but neglected allowances like travel, marking, acting, and sitting allowance that exist in private schools in Northern Division of Mbale Municipality.

Further, Ikenyiri and Ihua-maduenyi (2011) carried out a study aimed at teachers' assessment of needs effectiveness in Omoku-Rivers State, Nigeria and found that enhancement of rent allowance/housing) was a strong predictor of teacher effectiveness in Rivers State primary schools. However, since this study was aimed at ascertaining whether housing allowance influenced effectiveness of teachers in Nigeria unlike the present study that is as aimed at availing the effect of allowance incentives on the performance of secondary school teachers in private secondary schools in Uganda

Lately and Lastly, Mazaki (2017) established the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region using a descriptive cross-sectional survey design that comprised of both qualitative and quantitative data collected from 559 respondents. His findings revealed that welfare was positively associated with teachers' performance in these schools premised on allowances such as those meant for meals, housing, and transport. To add on the conclusions of Mazaki (2017), this current study will concentrate on assessing the effect of allowances on teachers' performance in private secondary schools in Industrial Division in Mbale Municipality. This is because Mazaki Concentrated on primary school teachers' performance.

## CHAPTER THREE

### Methodology

#### Research Design

The study will use both cross-sectional survey design in order to traverse through teachers in private schools in Mbale Municipality Industrial Division and descriptive design to explain the variables of the study in depth (Kothari, 2011). These two methodologies will help firstly in obtaining large information from respondents' in little time and to obtain their feelings, abilities, opinions, attitudes, beliefs or knowledge in order to describe the prevailing effects among study variables as proposed by (Kumar, 2011).

#### Study Population.

Oso and Onen (2008) described a study population as the number of subjects or the environment of interest to the researcher which is in agreement with Saunders, Lewis, and Thornhill (2012) who also guided that a study population ought to be a full set of people from which a sample can be drawn.

In order to get an all-inclusive sample, the study will consider all categories which will comprise of a population of 128 respondents that will include; 1 Principal education officer, 02 Inspectors of schools, 5 PTA Representatives, 5 School Proprietors, 5 School Head-Teachers, 80 Teaching Staff, and 30 Students' Representatives per class from senior one to senior six from Hamdan Girls High School, Manafwa High School, Oxford High School, Mbale Comprehensive High School, and Mbale Progressive Secondary School (Mbale District Education Report, 2016).

#### Sample Size of the Study.

Using the above study population, Morgan and Krejcie (1970)'s formulae as cited by Cresswell and Plano (2011) will be used to select 112 respondents as illustrated in table 3.1 below as per their respective categorization and sample chosen from each.

**Table 3.1: sample size selection from respondent categories**

Category of Respondent	Population	Sample	Sampling Method
Principal Education Officer	01	01	Census
Inspectors of Schools	02	02	Census
PTA Representatives	05	05	Census
School Proprietors	05	05	Census
School Head-Teachers	05	05	Census
Teaching Staff	80	66	Simple Random Sampling
Student Representatives	30	28	Simple Random Sampling
<b>Total Population</b>	<b>128</b>	<b>112</b>	

Source: Mbale District Education Records (2016) & PTA Records (2016).

#### Sampling Techniques

The study will use both probability and non-probability random sampling techniques where census and simple random sampling techniques will be applied in the selection of the respondents. Census technique will involve identifying and selecting all individuals that are knowledgeable about or experienced in the matter of interest (Cresswell & Plano, 2011). In fact, census will be used to select 18 respondents that will comprise of; 3 District Education Officials, 5 PTA Representatives, 5 School Proprietors, and 5 School Head-Teachers.

While 94 respondents will be selected using simple random sampling technique from among 80 teaching staff and 30 students' representatives per class from senior one to senior six.

### **Data Collection Method**

Data for this inquiry will be collected from both primary and secondary sources. This study will use both quantitative and qualitative data collection methods. Quantitative data will be collected using questionnaires that will be filled by teachers and students' representatives while qualitative data will be obtained from key informants through interviews with the head teachers, school proprietors, PTA representatives of the 5 schools, and District Education Officials in Mbale District.

### **Data Collection Instruments**

Mbabazi (2008) guided that a research tool ought to contain questions to be answered and statements to be responded by the respondents. The following tools will be used;

**Questionnaire:** Basing on the definition of Sekaran and Bougie (2010) who that a questionnaire is a data collection instrument used to gather data over a large sample, the structured questionnaire will be developed following their recommended guidelines.

A set of questions will therefore be used to generate responses from teaching staff and students' representatives in the schools. Items on specific research objectives will help to gather reliable and valid information by a way of content and purpose, involving multiple alternatives for ticking the most appropriate and accurate answer that suits the respondent's opinion basing the 5-point Likert Scale; 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree. The questionnaire will contain 5 questions collecting bio-data of respondents, 6 questions will collect feedback on salaries, 6 on monetary bonuses, 6 on allowance incentives, and 7 on teachers' performance.

In fact, teachers will answer questions relating to monetary incentives because they possess adequate knowledge on how these incentives are applied by their schools. For objectivity reservations, students will respond to questions aimed at assessing teachers' performance since they can vividly tell the extent to which their mentors are performing on those parameters. Therefore another 5-point Likert scale will be adopted that will range from 1 = Never; 2 = Rarely; 3 = Neutral; 4 = Sometimes; and 5 = Always.

**Interview Guide:** An interview guide is generally referred to as a set of questions that the study employs during interviews with respondents (Saunders et al., 2012).

The study will thus interview District education officials (Principal education officer and inspectors of schools), PTA representatives, school proprietors, and school head-teachers. While interviewing respondents in these categories, the sessions will be guided by 8 comprehensive questions in relation to the research objectives. Indeed, 6 questions will assess the monetary incentives, 1 question will examine the status of teachers' performance, while 1 question will trace the contribution of the intervening variables towards the study. This instrument will be used because these categories are few and accessible, and ought to provide in-depth qualitative responses that will help bridge the gap that the questionnaire might have left since opinions, views, and feelings are more elaborate.

**Documentary Checklist:** The study will also collect information from relevant documents to the study like minutes from management meetings held over the years. Indeed, the study will review related literature in the schools like attendance records, monthly performance records, and minutes from administrative meetings, among others to develop a holistic understanding of the phenomenon understudy objectively and accurately.

## Data Quality Control

Data quality control will be ensured through both data reliability and validity as illustrated below;

### Validity of the Instruments

Amin (2005) guided that validity is where a research instrument ought to have the ability to produce findings that are in agreement with both theoretical or conceptual values of the phenomenon or ability to measure what it is meant to measure. Therefore, all research instruments to be used in the study will be validated by 2 (two) specialists in the fields of human resource and educational management, whose observations will be addressed before administration of tools in the study.

In fact, content validity will be ensured by following experts' rating on each research instrument on a two-point scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) will be done by adding up the experts' ratings on either side of the scale and dividing by two to obtain the average that must not be below the 70% threshold using the following formula:

Given the guidelines of Amin (2005), the above content validity indices were more than the 70% threshold for an instrument to be considered valid. Indeed, all instruments were valid since their CVIs were all above the 0.7

### Reliability of the Instrument

Instrument reliability is the extent to which research findings can be replicated if another study was undertaken using the same research tool (Kothari, 2011).

The reliability of the instruments will be computed using SPSS to determine the Cronbach's Alpha coefficient. If Alpha value is 0.7 and above, then the instrument will be considered satisfactory (Sekaran & Bougie, 2010). Indeed, the questionnaire will first be piloted to 15 respondents at Hamdan Girls School to test its reliability. After data collection, reliability analysis will be done and the findings for each of the variables will be presented in Table 3.2 below.

**Table 3.2: Results from reliability analysis of the Questionnaire**

Cronbach's Alpha	N of Items
.752	25

Source: Field Test Results (2017).

From Table 3.2 above, the overall reliability coefficient of the questionnaire was 75.2% implying that the questionnaire is reliable to collect reliable data for the study.

### Procedure for Data Presentation, Analysis and Interpretation.

Using Statistical Package for Social Sciences (SPSS), data from the study will be coded, tabulated, categorized and later computed into respective research variables to attain valid findings and conclusions.

Firstly, the present descriptive frequencies to determine the percentage responses towards given items on the research instrument. While thematic content analysis will be used to analyze and present data from interviews and documentary checklist.

After preliminary descriptive findings, research hypotheses will be tested using inferential statistics from SPSS's simple regression analysis to determine the effect created by each monetary incentive on teachers' performance while multiple regression will be used to examine the general research



objective of establishing whether monetary incentives affect teachers' performance in private secondary schools in Mbale Municipality, Industrial Division.

### **Ethical Considerations**

To eliminate plagiarism, the study and the researcher in particular will adequately cite related studies and duly reference them using APA format. Also, the study will include a full consent section at the beginning of its data collection instruments so as distance itself from deception by ensuring that respondents are informed for consent to take part in this study with assurance of confidentiality since no identity of respondent would be revealed by the study.

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**APPENDICES**

**Appendix One: Questionnaire**

**Demographic Information of Respondent.**

Please tick the alphabet that approximately corresponds with your opinion.

**A1: Gender of Respondent**

Male  Female

**A2: Marital Status of Respondent**

Married  Single

**A3: Age of Respondent**

Below 20 Years  21-30Years  31-40Years  41 & Above Years

**A4: Years of Spent in the School**

1-4 Years  5-8 Years  9 Years & Above

**A5: Education Level of Respondent**

Certificate or None  Diploma  Bachelors' Degree   
Masters' Degree & Above

	Please indicate the extent to which you agree with these statements by ticking the most suitable response that are rated as follows: (1 = Strongly Disagree; 2 = Disagree; 3 = Not Sure; 4 = Agree; 5 = Strongly Agree	SD	D	NS	A	SA
	<b>MONETARY INCENTIVES</b>					
	<b>Salaries</b>					
SAL.1	There are adequate salaries for teachers	1	2	3	4	5
SAL.2	Salaries match the prevailing economic conditions	1	2	3	4	5
SAL.3	Salaries in the school are regularly paid on time	1	2	3	4	5
SAL.4	Salaries are determined according to staff performance	1	2	3	4	5
SAL.5	Salaries match the prevailing market rates	1	2	3	4	5
SAL.6	Teachers participate in determination of their salaries	1	2	3	4	5
	<b>Bonus Incentives</b>					
BON.1	There is regular payment of bonuses in the school	1	2	3	4	5
BON.2	Bonus incentives match the extra efforts exerted by teachers	1	2	3	4	5
BON.3	Provisions on bonus are clearly known by teachers in the school	1	2	3	4	5
BON.4	Teachers participate in determining their bonus incentives in the school	1	2	3	4	5
BON.5	Provisions on bonus incentives match those prevailing in other schools	1	2	3	4	5
BON.6	Bonus incentives are fairly awarded to deserving teachers	1	2	3	4	5
	<b>Allowance Incentives</b>					
ALL.1	Allowances are regularly paid by the school for additional responsibility allocated to teachers	1	2	3	4	5
ALL.2	Allowances provided match the extra efforts exerted by teachers	1	2	3	4	5
ALL.3	Allowances on additional tasks are well-known by all teachers	1	2	3	4	5



	in the school					
ALL.4	Teachers participate in negotiating their allowances in the school	1	2	3	4	5
ALL.5	Allowance provisions match those prevailing in other schools	1	2	3	4	5
ALL.6	Allowances are fairly awarded to deserving teachers upon satisfactory performance.	1	2	3	4	5

<i>To filled by Students</i>						
	<p><b>Please indicate the extent to which you agree with these statements by ticking the most suitable response that are rated as follows: (1 = Never; 2 = Rarely; 3 = Neutral; 4 = Sometimes; 5 = Always</b></p> <p><b>TEACHERS' PERFORMANCE</b></p>					
PERF1	Teachers cover the entire syllabus of the term	1	2	3	4	5
PERF2	Teachers give weekly tests	1	2	3	4	5
PERF3	Teachers supervise school activities	1	2	3	4	5
PERF4	Teachers return examination results on time	1	2	3	4	5
PERF5	Teachers participate in extra-curricular activities	1	2	3	4	5
PERF6	Teachers attend school functions	1	2	3	4	5
PERF7	Teachers attend school meetings	1	2	3	4	5

## **Appendix Two: Interview Guide**

### **A. Effect of Salaries on Teachers' Performance**

- a) How have you ensured that salaries given to teachers are adequate in relation to the prevailing economic conditions?
- b) Which measures has your institution put in place to ensure that salaries are linked to performance?

### **B. Effect of Bonus Incentives on Teachers' Performance**

- a) How have you ensured that teachers' bonuses for outstanding/extra efforts towards performance are regularly and adequately rewarded?
- b) Which mechanisms has your institution instituted to ensure that bonuses are known and fairly awarded to deserving teachers?

### **C. Effect of Allowance Incentives on Teachers' Performance**

- a) How many allowance packages are available in the school?
- b) How has the school utilized this incentive to boost teachers' performance?

### **D. Status of Teachers' Performance**

- a) Can you please give us general description of the status of teachers' performance levels in the school?

### **E. Effect of Intervening Variables on Teachers' Performance**

- a) Do you think a teachers' education level affects his/her job performance?
- b) Do you believe that availability of instructional materials affects teachers' job performance?
- c) Do you agree that school supervisors affect teachers' performance?

### **F. Is there any other comment that may be useful to the study in your opinion that might have been overlooked by the**